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ABSTRACT

Designed to improve underachieving high school students' reading and communication skills, the Secondary Reading Program, formerly the Secondary Developmental Reading Program; served 597 ninth, tenth, and eleventh graders in 12 Columbus, Ohio, public schools. Funding was made available through the Ohio Disadvantaged Pupil Program Fund (DPPF). For the 1989-90 school year, eight teachers in eight senior high schools participated in a project which utilized Apple computers in a computer assisted instruction/computer management system. Diagnostic tests assessed students' individual reading strengths and weaknesses. Data analyzed included pretest and posttest scores, and inservice evaluation forms. Specific objectives of the program posited that (1) pupils who attended 80% of the 125-day treatment period would show an average gain in reading of 3.0 normal curve equivalent points; (2) program personnel would be provided at least 2 inservice sessions and that at least 80% of the personnel attending each session would rate the session as valuable; and (3) at least 35% of pupils identified as being in danger of failing 1 course due to a lack of reading ability and who attended at least 80% of the yearly instructional period would not fail the indicated course. The first objective was not attained, while the second and third objectives were attained. It is concluded that, although the program was eliminated from the components to be implemented with DPPF monies in the 1990-91 school year, the school system should continue its efforts to reach high school students who are deficient in reading skills. (Ten tables of data are included, and evaluation forms are appended.) (RS)

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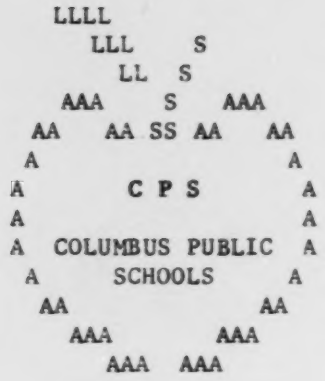
Ohio Disadvantaged Pupil Program Fund (DPPF)

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
SECONDARY READING PROGRAM

December 1990



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Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
SECONDARY READING PROGRAM
1989-90

ABSTRACT

Program Description: The Secondary Reading Program (SRP) served 597 pupils in grades 9-12 in 12 senior high schools. Funding of the component was made available through the Ohio Disadvantaged Pupil Program Fund (DPPF).

The purpose of the SRP component was to assist underachieving high school pupils in raising their reading and communication skills. Emphases of the program were placed on literacy survival skills necessary to function in our word-oriented world and success in passing content-area courses.

For the 1989-90 school year, within the SRP component, eight teachers in eight senior high schools participated in a project which utilized Apple computers in a computer assisted instruction/computer management system. The computer software and attendant services were contracted with Jostin Company. The regular instructional project had five teachers in four senior high schools.

Time Interval: For evaluation purposes, the Secondary Reading Program started on September 18, 1989, and continued through March 30, 1990. This interval of time gave 125 possible days of program instruction. Pupils included in the final pretest-posttest analyses must have attended at least 100 days (80%) during the time period stated above.

Activities: The program made use of diagnostic testing to assess pupils' individual reading strengths and weaknesses. Individualized instruction to meet pupils' needs was provided on a daily basis in a small group setting.

Program Objectives: The program had three objectives. Objective 1.0 stated that an evaluation sample would be comprised of pupils who scored at or below the 36%ile on a selection test and were in attendance at least 80% of the instructional period. At least 50% of the pupils in the evaluation sample who attended 80% of the 125-day treatment period would show an average gain in reading of 3.0 normal curve equivalent points. Objective 2.0 stated that program personnel were to be provided at least two inservice sessions such that at least 80% of the inservice participants would rate each session as valuable in providing information that would assist them in carrying out their program responsibilities. Objective 3.0 stated that each pupil would have one course identified per semester for program treatment. Pupils who were in danger of failing that one course due to a lack of reading ability would be identified by December 1, 1989, for first semester and by April 6, 1990, for second semester. At least 35% of the identified pupils who attended the program at least 80% of the yearly instructional period would not fail the indicated course each semester.

Evaluation Design: Objective 1.0 was evaluated through the administration of the Comprehensive Tests of Basic Skills (CTBS) Total Reading subtests. Analyses of the data included comparisons of pretest to posttest NCE change

scores in terms of percentages of pupils meeting criterion, total NCE change scores, and percentiles. Objective 2.0 was evaluated by means of the General Inservice Evaluation Form, a locally constructed instrument. Objective 3.0 was evaluated by means of the Potential Course Failure Record Sheet, another locally constructed instrument. Two additional locally developed instruments were used to collect process evaluation: the Evaluator's Visitation Log and the Computer Census Form.

Major Findings/Recommendations: The information collected on the Pupil Census Forms indicated the program served 597 pupils for an average of 3.6 hours of instruction per week. The average daily membership in the program was 486.0 pupils. The average days of enrollment per pupil was 101.8 days and the average attendance per pupil was 81.4 days. The average number of pupils served per teacher was 45.9.

Objective 1.0, that 50% of the pupils in the evaluation sample would make a 3.0 NCE gain, was not attained. Of the 234 pupils in the evaluation sample, 83 pupils (35.5%) met the criterion for the objective.

Objective 2.0, that program personnel would be provided at least two inservice sessions and that at least 80% of the inservice participants attending each session would rate the session as valuable in providing information to assist them in carrying out their program responsibilities, was attained. There was a total of three inservice meetings available to all program teachers. All meetings were favorably rated by more than 80% of the participants, with an average of 100.0% of the participants rating the inservice sessions as valuable in carrying out component responsibilities.

Objective 3.0 stated that each pupil would have one course identified per semester for program treatment and that at least 35% of the identified pupils who attended the program at least 80% of the yearly instructional period would not fail the indicated course each semester. Of the 152 pupils predicted to fail, 75 (55.5%) passed their courses. The criterion was met, and the objective was achieved.

The CAI/CMS project was located in eight high schools. The computer assisted units served 393 pupils, while the regular instructional project served 204 pupils. Neither the CAI/CMS project nor the regular project attained the achievement objective. Of the 145 pupils in the CAI/CMS project, 53 (36.6%) met the criterion of the objective. Of the 89 pupils in the regular project, 30 (33.7%) met the criterion of the objective.

Results of the process evaluation indicated that program guidelines were being followed adequately. Concerns expressed by program teachers included lack of opportunity for coordination with classroom teachers, initial problems in pupil selection and class scheduling, and anomalies occurring in the large group testing environment in which their pupils were tested. It was also evident that persistent rumors of impending program cuts had an adverse effect on teacher morale.

Recommendations: This program was eliminated from the components to be implemented with DPPF monies in the 1990-91 school year. However, the school system should continue its efforts to reach high school pupils who are deficient in reading skills. Efforts should continue to be made to tackle the attendance problems which act in synergy with other problems and interfere with pupil achievement at the high school level. It is further recommended that a serious effort be made to eliminate problems in the testing environment at the high school level.

Ohio Disadvantaged Pupil Program Fund (DPPF)

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
SECONDARY READING PROGRAM

December 1990

Program Description

The Secondary Developmental Reading (SDR) program began in the Columbus Public Schools in the fall of 1971 as a component of the Ohio Disadvantaged Pupil Program Fund. In 1988-89 the SDR program was renamed Secondary Reading Program (SRP) and retained that name during the 1989-90 school year. The SRP language development component was located in 12 Columbus senior high school buildings. Thirteen program reading teachers worked in these 12 schools with 597 pupils in grades 9-12 who scored at or below the 36th percentile on a standardized achievement test in reading used for selection purposes.

Within the 1989-90 SRP language development component were two projects. Eight teachers in eight senior high schools participated in a project which utilized Apple microcomputers and which was named Computer Assisted Instruction/Computer Management System (CAI/CMS), and five teachers in four senior high schools taught in the regular project. The computer software was contracted with the Jostin Company. In addition to providing a new technique to reading and language instruction, the use of CAI/CMS was intended to enable teachers to serve more pupils than would be possible in the regular SRP project classrooms. The use of CAI/CMS was also intended to be a cost-effective alternative to replacing badly worn conventional equipment. Of the 597 pupils in the SRP language development component, 393 received computer assisted instruction and 204 received regular SRP instruction.

The purpose of the SRP language development component was to assist underachieving senior high pupils in raising their reading and communication skills. Emphasis of the program was placed on literacy survival skills necessary to function in our word-oriented world.

Features of the SRP language development component included the following:

1. Diagnostic testing to assess a pupil's individual reading strengths and weaknesses.
2. Individualized instruction tailored to meet the needs of pupils.
3. Small group instruction.
4. On-going evaluation of pupils to assess their reading needs.
5. Inservice meetings for teachers.

Evaluation Objectives

Objective 1.0 An evaluation sample will be comprised of pupils in the regular and Computer Assisted Instruction/Computer Management System (CAI/CMS) programs who score at or below the 36th percentile on a selection test and are in attendance at least 80 percent of the instructional period. At least 50 percent of the pupils in the evaluation samples will gain at least 3.0 normal curve equivalent (NCE) points for the instructional period in Total Reading.

The program time period established for evaluation purposes was 125 days beginning September 18, 1989, and ending March 30, 1990. Analysis of pretest-posttest performance was contingent on pupil attendance for 100 days (80%) of the 125 day period.

Objective 2.0 To provide at least two inservice sessions to program personnel such that at least 80 percent of the inservice participants will rate each session as valuable in providing information that will assist them in carrying out their program responsibilities.

Objective 3.0 Each pupil will have one course identified per semester for program treatment. Pupils who are in danger of failing that one course due to a lack of reading ability will be identified by December 1, 1989, for first semester and by April 6, 1990, for second semester. At least 35 percent of the identified pupils who attend the program at least 80 percent of the yearly instructional period will not fail the indicated course each semester.

Evaluation Design

The evaluation design for the SRP component called for the collection of data in four areas.

1. Pupil Census Information

   The Pupil Census Form was developed for the purpose of collecting pupil demographic and participation data in the Secondary Reading Program (SRP). Program teachers maintained the Pupil Census Forms for all pupils throughout the school year or until the pupils left the program. Data collected on the Pupil Census Forms were the number of days the pupil was enrolled in the program, the number of days the pupil was in attendance, and the average number of hours per week the project teacher served the pupil. Other information collected included the pupil's grade and sex, identification of non-English speaking pupils, identification of any pupil who left the SRP language development component because of qualifying for a special education program, and a question regarding a pupil's progress which required a subjective response from the project teacher. A copy of the Pupil Census Form can be found in the Appendix (page 26).

2. Standardized Achievement Test Information

   The purpose of the administration of the standardized achievement test was to collect pretest-posttest achievement data on all SRP pupils to determine if Objective 1.0 was achieved. The standardized achievement test used was the Comprehensive Tests of Basic Skills (CTBS), Reading Comprehension (CTB-McGraw Hill, 1981). This test series has empirical

norms for fall and spring, established October 6-10, 1980, and April 27 to May 1, 1981. The form, subtest, and test levels of the CTBS used for each grade level are as follows:

	Pretest (Spring 1989)				Posttest (Spring 1990)			
Grade	Test	Form	Level	Subtests	Test	Form	Level	Subtests
9	CTBS	V	H	Total Reading	CTBS	V*	J	Total Reading
10	CTBS	V*	J	Total Reading	CTBS	V	J	Total Reading
11-12	CTBS	V	J	Total Reading	CTBS	V	J	Total Reading

*Estimated by administration of customized Form V.

The above testing schedule is for pupils with a normal grade progression. Pupils retained in a given grade took the same pretest and posttest. Testing was done using the Norm-Referenced Model for evaluation of the SRP projects. A spring-to-spring testing cycle was used. At posttest time, grade 9 was administered customized tests that provided norm-referenced as well as criterion-referenced scores. The customized tests were developed by Columbus Public Schools' personnel in cooperation with CTB/McGraw Hill to match the Columbus Public Schools' Graded Course of Study.

The achievement tests were administered as follows: Pretest (Spring 1989) and Posttest (Spring 1990) were administered by classroom teachers to pupils in grades covered by Districtwide Testing and by program teachers to pupils in grades not covered by Districtwide testing. The grades covered by Districtwide Testing included grades 8-9 in Spring 1989 (1988-89 school year) and grades 9-10 in Spring 1990 (1989-90 school year). Pretesting occurred during the week of April 10-14, 1989; posttesting occurred April 2-6, 1990.

3. Course Failure Information

The Potential Course Failure Record Sheet, locally developed, was designed to collect data each semester on high school pupils in danger of failing a course due to a lack of reading ability. This information was collected by the program teacher from the pupils' regular subject area teachers and recorded on the instrument by December 1, 1989, for first semester, or by April 6, 1990, for second semester. All other end-of-year information for public school pupils was obtained from the district grade reporting file. A copy of the instrument can be found in the Appendix, page 27.

4. Inservice Evaluation

The locally developed General Inservice Evaluation Form was designed to obtain teacher perceptions regarding each inservice session. The instrument was administered to participants at the close of inservice sessions. A modified version of the instrument was used for the orientation meeting of September 1, 1989, which was attended by both regular project SRP and SRP CAI/CMS project teachers. There was a total of three inservice meetings which were available to both regular and CAI/CMS SRP teachers. The dates and topics of inservice sessions in the 1989-90 school year were as follows:

September 1, 1989	Orientation
October 26, 1989	Blending of Reading Comprehension Strategies and Critical Thinking Skills in the Content Area of Social Studies
February 20, 1990	Enhancing Instructional Strategies in the Content Area of Science

Participants completed inservice evaluation forms for all of the above meetings. A copy of the General Inservice Evaluation Form and a copy of the modified version used in the orientation meeting are found in the Appendix (pages 28 and 29-30, respectively).

In addition to the types of data specified in the evaluation design, process evaluation data were obtained in both projects by means of rating scales, on-site teacher interviews, observations, and a mailed questionnaire. The instrument (with the rating scale, interview items, and observation checklist) and the questionnaire are both found in the Appendix (pages 31-38 and pages 39-40). Collection of process evaluation data was completed in March. The interviews elicited teachers' ratings of various aspects of the project and also gathered data on kinds of instructional activities. The questionnaire was used to obtain descriptive data regarding computer equipment in CAI/CMS labs and to determine the percent of program time pupils worked at the computer. The process evaluation reports are on file at the Department of Program Evaluation (Chamberlain and Lore, 1990; Chamberlain, 1990).

Major Findings

Due to the fact that the 1989-90 SRP language development component contained two instructional projects (regular instructional group and CAI/CMS instructional group), data on enrollment, attendance, and achievement testing are reported below in two ways. These data are first presented for the overall program regardless of instructional project. The second presentation compares the two instructional projects in regard to enrollment, attendance, and achievement test data.

In interpreting the pretest-posttest achievement data, the reader should be aware of the pupil selection process. Previous norm-referenced reading achievement data from Spring 1989 and staff recommendations were used to select and enroll pupils for the SRP language development component. To be eligible for the program, the pupil had to score at or below the 36th percentile on a standardized test used for selection purposes. Once the eligibility list was established, pupils were selected in order of their test scores with the lowest scoring pupils selected first.

Pupil Census Information

During the 1989-90 school year the SRP component served 597 pupils. Of the 597 pupils, 478 (80.1%) were ninth-graders, 105 (17.6%) were tenth-graders, 12 (2.0%) were eleventh-graders, and 2 pupils (0.3%) were in the twelfth grade. Of the 597 pupils, 284 (47.8%) attended the minimum number of days (100) to meet the 80% attendance criterion level contained in Objective 1.0. This was less than last year's figure of 54.1%. A breakdown by grade level showed that 230 (48.1%) of the ninth-graders, 49 (46.7%) of the tenth-graders, 5 (41.7%) of the eleventh-graders, and zero (00.0%) of the twelfth-graders met the

attendance criterion. The average number of days of enrollment and attendance for program pupils was 101.8 and 81.4, respectively, out of a possible 125 program days. The overall attendance rate for the program (total days of attendance divided by total days of enrollment) was 80.0%, as compared to 82.0% last year. Enrollment and attendance continued to be a problem. Inclusion in the evaluation sample was based on attending 80% of the 125 program days, not the individual pupil attendance rate. Only 47.6% of the pupils served attended 80% of the program days. The average daily membership was 486.0, which was an average of 37.4 pupils per teacher as compared to 38.3 pupils per teacher in last year's program. Table 1 contains the pupil attendance data.

Of the 597 pupils served by the program, teachers rated 225 (37.7%) as making much progress, 185 (31.0%) as making some progress, 103 (17.3%) as making little progress, and 84 (14.1%) as making no progress. This was measured by an item on the Pupil Census Form which required a subjective response from the project teachers regarding their pupils' progress as they exited the SRP component.

The evaluation sample of 234 pupils (32.9% of the pupils served) consisted of those pupils who met three criteria: attended 80% (100) of the 125 program days, received both a pretest (Spring 1989) and a posttest (Spring 1990) with the CTBS and were judged to be English speaking. Of the 234 pupils in the evaluation sample, 193 pupils were in grade 9, and 41 pupils were in grade 10. No pupils made the sample in grades 11 and 12.

Standardized Achievement Test Information

The first objective for the SRP language arts component dealt with pupil achievement growth. Objective 1.0 stated that at least 50 percent of the pupils in the evaluation sample would gain at least 3.0 normal curve equivalent (NCE) points for the treatment period in Total Reading.

The analyses of pretest-posttest achievement data provided minimums, maximums, averages or medians, and differences for derived scores by grade level. The derived scores used in the Total Reading analyses were percentiles and normal curve equivalents. Also included, in conjunction with the NCE change scores, were the percents of pupils meeting the criterion of a 3.0 gain in NCEs. No raw score data were presented because pupils took a different form of the test at pretest and posttest times.

Table 2 contains pretest-posttest percentile data. The median percentile for the pretest was 21.0 at grade 9 and 19.0 at grade 10. The median percentile for the posttest was 19.0 at grade 9 and 20.0 at grade 10. These data indicate that no grade approached a median percentile score of 36 at posttest time. Of the 193 pupils in the 9th grade evaluation sample, 18 pupils (15.0%) scored above the 36th percentile on the pretest, and 8 out of 41 pupils (32.0%) in grade 10 scored above the 36th percentile.

Percentiles provide comparative information but are not equal units of measure. Caution is advised in drawing conclusions about program impact from any of the scores above. Normal curve equivalents (NCEs) are generally considered to provide the truest indication of pupil growth in achievement, since they provide comparative information in equal units of measurement. Data for NCEs are presented in Table 3.

Table 1
Number of Pupils Served; Averages for Days of Enrollment, Days of Attendance, Daily Membership and Hours of Instruction Per Week; and Pupils Attending 80% of Days
Reported by Grade Level Across Projects
1989-90

Grade	Pupils Served	Girls	Boys	Average				Pupils Attending 80% of Days
				Days of Enrollment	Days of Attendance	Daily Membership	Hours of Instruction per Pupil per Week	
9	478	209	269	101.9	80.5	389.5	3.6	230
10	105	44	61	101.5	84.8	85.2	3.5	49
11	12	5	7	104.8	87.8	10.1	3.5	5
12	2	2	0	75.0	71.0	1.2	3.6	0
Total	597	260	337	101.8	81.4	486.0	3.6	284

Table 2
Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles for SRP Total Reading Performance
Reported by Grade Level Across Projects
1989-90

Grade	Pupils in Sample	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
9	193	1.0	72.0	21.0	12.3	1.0	82.0	19.0	14.9
10	41	1.0	78.0	19.0	14.2	1.0	79.0	20.0	17.0

Table 3
Minimum, Maximum, Average, and Standard Deviation of the
Pretest and Posttest Normal Curve Equivalents (NCE)
and Percent of Pupils Meeting Criterion[a] for SRP Total Reading Performance
Reported by Grade Level Across Projects
1989-90

Grade	Pupils in Sample	Pretest				Posttest				NCE Change		
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Overall Average Change	Pupils Meeting Criterion[a]	
											N	%
9	193	1.0	62.0	31.1	11.0	1.0	69.0	30.6	12.8	-0.5	65	33.7
10	41	1.0	66.0	27.7	14.1	1.0	67.0	31.6	13.9	3.9	18	43.9
Total	234			30.5				30.8		0.3	83	35.5

[a]Criterion: At least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points

Objective 1.0 stated that the evaluation sample would be composed of pupils who scored below the 36th percentile on the selection test and were in attendance 80% of the program's treatment period. In order to meet the attendance criterion the pupil had to attend at least 100 days of the 6.3 month (125 days) treatment period. To achieve Objective 1.0 at least 50 percent of the pupils in the evaluation sample had to gain at least 3.0 normal curve equivalent (NCE) points for the treatment period in Total Reading.

The overall NCE change for the program was 0.3 NCE point for the treatment period. Of the 234 pupils in the sample, 83 (35.5%) pupils met the criterion of 3.0 NCE points needed to meet the program objective. This percentage (35.5%) was considerably less than the 50% needed to meet the criterion of the objective. A negative overall change of -0.5 NCE point occurred in grade 9 with 65 pupils (33.7%) meeting the criterion. Grade 10 with 41 pupils had an overall 3.9 NCE point change with 18 (43.9%) of pupils meeting the criterion. However, the grade 9 scores deflated the overall change score since grade 9 comprised 82.5% (193 pupils) of the SRP sample.

It should be noted that NCE scores are based on percentiles, which compare the pupil's performance in relation to the general population. No change in NCE score would indicate that pupils have progressed at their normal rate of growth over the school year. Even a small gain in percentile or NCE score would indicate that pupils have advanced over the school year at a greater rate than would be expected from their original position in relation to the general population. Table 4 contains data related to the overall changes in NCE scores for three ranges: (a) no improvement in NCE scores (0.0 or less), (b) some improvement in NCE scores (0.1 to 2.9), and (c) substantial improvement in NCE scores (3.0 or more). The data indicate that 104 (44.4%) pupils made gains in NCE scores. This means that 44.4% of the pupils in the evaluation sample progressed at a rate that was greater than normal for them. More specifically, 83 (35.5%) made substantial improvement and 21 (9.0%) made some improvement in NCE scores, while 130 pupils (55.6%) in the evaluation sample made no improvement. In regard to grade level, 80 of 193 (41.5%) ninth-grade pupils showed improvement and 24 of 41 (58.5%) of tenth-grade pupils showed improvement; however, neither grade met the performance criterion of having 50% of the overall evaluation sample show a 3.0 NCE gain.

Tables 5-9 present overall comparisons as well as grade level comparisons between the group of pupils receiving computer assisted instruction in reading and the group receiving the regular program instruction. As indicated in Table 5, there were 393 pupils served by the CAI/CMS project, and 204 pupils who received regular reading instruction. The regular project averaged 3.5 more days of attendance per pupil with an overall average of 83.7 days as compared to 80.2 days for the CAI/CMS project. In the CAI/CMS project, 168 of the 393 pupils served (42.7%) met the program attendance criterion by attending at least 100 days. In the regular instructional project, the attendance criterion was met by 116 (56.9%) of the 204 pupils served. The evaluation sample of 234 pupils was comprised of 145 pupils in the CAI/CMS project and 89 pupils in the regular project. Achievement data for the two subpopulations of the program are presented in Tables 6-9.

Percentile score grade comparisons are made for grades 9 and 10. These comparisons are presented in Table 6. In grade 9 the median percentile score regressed from 22.0 to 20.0 in the CAI/CMS project and from 19.0 to 17.0 in the regular instructional project. At grade 10 the median percentile increased from 19.0 to 20.0 in the CAI/CMS project and increased from 18.0 to 18.5 in the regular instructional project.

Table 4
Change Categories for NCE Scores
for SRP Total Reading Performance
Reported by Grade Across Projects
1989-90

Grade	Pupils in Sample	Change Categories: No Improvement (0.0 or less)	Change Categories: Some Improvement (0.1 to 2.9)	Change Categories: Substantial Improvement (3.0 or more)
Grade 9				
Number of Pupils	193	113	15	65
% of Pupils		58.5%	7.8%	33.7%
Grade 10				
Number of Pupils	41	17	6	18
% of Pupils		41.5%	14.6%	43.9%
Total				
Number of Pupils	234	130	21	83
% of Pupils		55.6%	9.0%	35.5%

Table 5
Number of Pupils Served, Averages for Days of Enrollment, Days of Attendance, Daily Membership and Hours of Instruction Per Week, and Pupils Attending 80% of Days Reported by Grade Level and by Project (CAI/CMS or Regular)
1989-90

Grade	Pupils Served	Girls	Boys	Average Days of Enrollment	Average Days of Attendance	Average Daily Membership	Average Hrs. of Inst. Per Pupil Per Week	Pupils Attending 80% of Days
CAI/CMS Group								
9	309	131	178	102.0	80.0	252.1	3.6	137
10	73	30	43	98.6	81.1	57.6	3.5	28
11	9	3	6	98.1	82.2	7.1	3.6	3
12	2	2	--	75.0	71.0	1.2	3.6	--
Total	393	166	227	101.1	80.2	318.0	3.6	168
Regular Group								
9	169	78	91	101.6	81.5	137.4	3.6	93
10	32	14	18	108.0	93.0	27.7	3.5	21
11	3	2	1	125.0	104.7	3.0	3.3	2
Total	204	94	110	103.0	83.7	168.0	3.6	116

Table 6
Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles for SRP Total Reading Performance
Reported by Grade Level and by Project (CAI/CMS or Regular)
1989-90

Grade	Pupils in Sample	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
CAI/CMS Group									
9	120	1.0	72.0	22.0	13.5	1.0	82.0	20.0	14.6
10	25	1.0	47.0	19.0	10.8	1.0	62.0	20.0	16.0
Regular Group									
9	73	2.0	41.0	19.0	9.9	1.0	60.0	17.0	15.2
10	16	1.0	78.0	18.0	18.7	1.0	79.0	18.5	18.7

As indicated earlier, NCE scores are generally considered to provide the most comparative information in equal units of measurement. Data for the two projects in terms of NCE scores and percents of pupils meeting the criterion for Objective 1.0 are presented in Table 7. Grade comparisons are made only at grades 9 and 10 because pupils in grades 11 and 12 did not make the evaluation sample. The data indicate that the average NCE change within the CAI/CMS project was 0.2 NCE points for the 120 pupils in grade 9, with 40 pupils (33.3%) meeting the criterion. Grade 10 in the CAI/CMS project achieved Objective 1.0 with an overall NCE change of 4.9 NCE points for the 25 pupils, with 52.0% (13 pupils) meeting the objective. In the regular instructional project, the 73 pupils in grade 9 had an average negative change of -1.7 NCE points, with 25 (34.2%) meeting the criterion. The sample of 16 pupils in grade 10 had an average positive change of 2.4 NCE points with five pupils (31.3%) meeting the criterion. An overall comparison of the two instructional projects is obtained by examining the average NCE changes and the percent of pupils meeting criterion across grade levels (grades 9-10). The average NCE change for the CAI/CMS project was 1.0 NCE point over the treatment period with 53 pupils (36.6%) meeting criterion. The regular instructional project had an average change of -0.9 NCE point with 30 pupils (33.7%) meeting criterion. Although 52.0% of the pupils in grade 10 in the CAI/CMS project met the objective, the numbers were not large enough to change the results. Neither SRP project met the criterion of Objective 1.0 with 50% of pupils in the evaluation sample gaining at least 3.0 NCE points.

Table 8 compares the overall CAI/CMS and regular projects in regard to numbers and percents of pupils who evidenced no improvement, some improvement, and substantial improvement, as previously defined. The data indicate that 66 pupils (45.5%) of the CAI/CMS project made positive gains in NCE scores, while 38 pupils (42.7%) of the regular project did so. Positive gains in the CAI/CMS project included 53 pupils (36.6%) who made substantial improvement and 13 pupils (9.0%) who made some improvement. Positive gains in the regular project included 30 pupils (33.7%) making substantial improvement, and 8 pupils (9.0%) making some improvement. It is concluded that Objective 1.0 which stated that 50% of the pupils in the evaluation sample would gain at least 3.0 NCE points for the treatment period in Total Reading was not achieved.

Inservice Evaluation Information

Objective 3.0 stated that program personnel would be provided at least two inservice sessions and that at least 80 percent of the inservice participants would rate each session as valuable in providing information that would assist them in carrying out their program responsibilities. A total of three inservice meetings was provided by the Department of Federal and State Programs. All SRP teachers were given the opportunity to attend the opening conference plus two other inservice meetings. A modified version of the General Inservice Evaluation Form was used for the opening conference while the other inservice meetings were assessed using the regular General Inservice Evaluation Form. Copies of these two instruments are in the Appendix (pages 28-30).

The 80 percent criterion was attained in all inservice meetings with 100.0% of the participants, either agreeing or strongly agreeing that the meetings were valuable in assisting them in their programs. Table 9 contains a summary of the combined teacher ratings for all of the inservice programs.

Table 7
Minimum, Maximum, Average, and Standard Deviation of the
Pretest and Posttest Normal Curve Equivalents (NCE)
and Percent of Pupils Meeting Criterion[a] for SRP Total Reading Performance
Reported by Grade Level and by Project (CAI/CMS and Regular)
1989-90

Grade	Pupils in Sample	Pretest				Posttest				NCE Change		
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Overall Average Change	Pupils Meeting Criterion[a] N	Pupils Meeting Criterion[a] %
CAI/CMS Group												
9	120	1.0	62.0	31.6	11.9	1.0	69.0	31.8	12.1	0.2	40	33.3
10	25	1.0	48.0	28.2	12.4	1.0	56.0	33.1	12.6	4.9	13	52.0[b]
Total	145			31.0				32.0		1.0	53	36.6
Regular Group												
9	73	6.0	45.0	30.4	9.3	1.0	55.0	28.7	13.8	-1.7	25	34.2
10	16	1.0	66.0	26.8	16.9	1.0	67.0	29.3	15.9	2.4	5	31.3
Total	89			29.7				28.8		-0.9	30	33.7

[a]Criterion: At least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points
[b]Met objective

EVALSRVCS/P510/RPTFSRP90

Table 8
Change Categories for NCE Scores for SRP Total Reading Performance
Reported by Grade Level and by Project (CAI/CMS and Regular)
1989-90

Grade	Pupils in Sample	Change Categories: No Improvement (0.0 or less)	Some Improvement (0.1 to 2.9)	Substantial Improvement (3.0 or more)
CAI/CMS Group				
Grade 9				
Number of Pupils	120	70	10	40
% of Pupils		58.3%	8.3%	33.3%
Grade 10				
Number of Pupils	25	9	3	13
% of Pupils		36.0%	12.0%	52.0%
Total				
Number of Pupils	145	79	13	53
% of Pupils		54.5%	9.0%	36.6%

(table continues)

Table 8 (Continued)
Change Categories for NCE Scores for SRP Total Reading Performance
Reported by Grade Level and by Project (CAI/CMS and Regular)
1989-90

Grade	Pupils in Sample	Change Categories: No Improvement (0.0 or less)	Some Improvement (0.1 to 2.9)	Substantial Improvement (3.0 or more)
Regular Group				
Grade 9				
Number of Pupils	73	43	5	25
% of Pupils		58.9%	6.8%	34.2%
Grade 10				
Number of Pupils	16	8	3	5
% of Pupils		50.0%	18.8%	31.3%
Total				
Number of Pupils	89	51	8	30
% of Pupils		57.3%	9.0%	33.7%

Table 9
Average Response and Percent of Response
For Reactions to Inservice Statements
1989-90

Statements	Number Responding	Average Response	Percent SA (5)	A (4)	U (3)	D (2)	SD (1)
1. I think this was a very worthwhile meeting.	37	4.7	83.8	16.2	0.0	0.0	0.0
2. The information presented in the meeting will assist me in my program.	37	4.8	83.8	16.2	0.0	0.0	0.0
3. There was time to ask questions pertaining to the presentation.	37	4.8	81.1	18.9	0.0	0.0	0.0
4. Questions were answered adequately.	37	4.8	78.4	21.6	0.0	0.0	0.0

Note. Ratings were based on a 5-point scale: SA = Strongly Agree, A= Agree, U = Undecided, D = Disagree, SD = Strongly Disagree.

Open-ended comments on the General Inservice Evaluation Form asked participants to comment about the most and least valuable parts of the meetings and about information they would like to have covered in future meetings. Only those open-ended comments which were made by three or more participants at any single session will be summarized here. However, the evaluation reports on individual sessions have been forwarded to the Department of State and Federal Programs and are available on request from the Department of Program Evaluation.

In regard to the most valuable parts of the inservice meetings, three items had a frequency of three or more at a given meeting: information regarding program expectation, comments regarding reading in content areas in the second meeting, and comments about Mr. Al Acierno's presentation on instructional strategies in science with new programs and materials presented at the spring workshop. For the question dealing with the least valuable part, none of the participants' responses had a frequency of three or more at a meeting. There were no suggestions for future meetings having a frequency of three or more at a meeting.

It is concluded that Objective 2.0 was attained. There was a total of three inservice meetings, all of which were rated as valuable in carrying out component responsibilities by more than the requisite 80% of the participants.

Potential Course Failure Information

Objective 3.0 stated that each pupil would have one course identified per semester for program treatment. Pupils who were in danger of failing that one course due to a lack of reading ability would be identified by December 1, 1989, for first semester and by April 6, 1990, for second semester. At least 35 percent of the identified pupils who attended the program at least 80 percent of the yearly instruction period would not fail the indicated course each semester.

Table 10 displays the predicted number, and the actual number and percent of pupils who passed/failed a course after prediction of course failure. Looking at the table, the reader can see that of the 274 pupils in the sample for Total Reading, 152 (55.5%) were predicted to fail a course. Of the 152 pupils, 75 (49.3%) passed and 77 (50.7%) failed. However, the criterion for this objective stated that 35.0% of the identified pupils who attend the program at least 80% of the yearly treatment period would not fail the indicated course each semester. The criterion was met, and the objective was achieved.

Process Evaluation Information

In addition to the types of data specified in the evaluation design, process evaluation data were obtained in a series of on-site visitations to SRP regular and CAI/CMS units, and by a mailed survey to teachers in the CAI/CMS project of SRP.

On-site visitations were conducted by two program evaluators in February and March 1990. The sample consisted of all five regular SRP teachers (100.0%) and seven of eight SRP CAI/CMS teachers (87.5%). In terms of the overall program the sample consisted of 12 of 13 SRP teachers (92.3%). A locally developed instrument, the Evaluator's Visitation Log for DPPF-SRP and ESEA Chapter 1 Programs, was used to collect process evaluation data. The

Table 10
Predicted Number, Actual Number and Percent of Pupils
Who Passed/Failed a Course After Prediction of
Course Failure Reported by Project and Across Projects
1989-90

Project	Total Sample	Predicted Course Failure				
		Predicted	Passed		Failed	
	N	N	n	%[a]	n	%
CAI/CMS	162	71	36	50.7	35	49.3
Regular	112	81	39	48.1	42	51.9
Totals	274	152	75	49.3	77	50.7

[a]Criterion: 35.0%

EVALSRVCS/P510/RPTFSRP90
01/27/91

instrument consisted of three sections: a 5-point rating scale with space for open-ended comments, to be completed by the teacher prior to the visitation; an evaluator's observation checklist of instructional activities occurring during the evaluator's visitation; and additional interview items to be completed during the visitation.

Section A: Teacher's rating scale and interview notes (Items 1-32). In this first section of the instrument, teachers used a 5-point rating scale to rate 32 items in the following nine program-related areas: Pupil Progress; Parent Involvement; Coordination with Classroom Teacher; Selection Process; Class Scheduling; Testing: Achievement Measure (CTBS); Evaluation Feedback; Materials Provided for Program; and Facilities. In analyzing the data, average ratings were dichotomized as high ratings (4.0 and above) or ratings in the mid-range or lower (less than 4.0). The high and low points of the rating scales had various anchors (i.e., excellent to very poor; very frequent to very infrequent; very useful to of no use, etc.), but in all cases (5) was the most desirable possible rating and (1) was the least desirable possible rating. The following summary will present the range of average ratings within the nine general areas of the scale using the total average scores (regular and CAI/CMS combined). In some cases individual items will be highlighted.

Only two items received average ratings of 4.0 or higher across projects (regular and CAI/CMS combined). These were condition (newness) of program materials (4.3) and lighting (4.1 or near excellent). All remaining items received average ratings across projects at mid-range or lower. The ranges of average ratings within the nine areas of the rating scale across projects were as follows: Materials Provided for Program, 3.8 to 4.3; Pupil Progress, 3.9 (overall progress of pupils) and 3.7 (progress shared with classroom teacher); Class Scheduling, 3.2 to 3.9; the Selection Process, 2.9 to 3.5; Evaluation Feedback, 2.8 (timeliness of evaluation feedback) and 3.7 (for both adequacy of quantity and usefulness of information); Coordination with Classroom Teacher, 1.9 (frequency of joint planning, at 0 to 3 times per quarter) to 3.8 (cooperation of classroom teacher); Facilities, 2.3 (temperature/ventilation) to 4.1 (lighting); Parent Involvement, 2.2 (frequency of progress reports to parents with a typical frequency of 1 to 6 times per quarter) to 3.3 (parents' response to efforts to involve them); and Testing: Achievement Measure (CTBS), 2.2 to 3.2. It was also noted that within the total program, sample teachers in the regular SRP project tended to give higher ratings than teachers in the CAI/CMS sample. It was also posited that persisting rumors of impending program cuts had an adverse effect on teacher attitudes which manifested itself in the rating scale results.

Comments made by SRP teachers regarding various areas of the rating scale provided additional perspectives. In the area of Parent Involvement, calls to parents tended to be based on need and often involved discipline problems. Comments indicated that in the area of Coordination with Classroom Teachers coordination was often hampered by varied schedules with no common planning time. One teacher cited low staff morale in the school as a further limiting factor to teacher coordination. Various problems were cited in the areas of Selection Process and subsequent Class Scheduling, including the following: selection printouts not available, pupils who were "no shows," pupils who missed the previous spring test, lack of pre-scheduling for the program, unbalanced class size, and pupil transience. There were a number of problems cited regarding the area of Testing: Achievement Measure (CTBS). Although some comments criticized the adequacy of the test, other comments centered on the testing environment. Some of the anomalies encountered in the testing environment were: directions given over the PA system, pupils being told the

test wasn't important, test given by strangers, and class periods not adjusted for length of test. In regard to the area of Evaluation Feedback the main criticism was on its untimeliness--evaluation results not reaching teachers in time to be of much use. Of nine comments regarding the area of Facilities, six cited problems with temperature/ventilation.

Section B: Evaluator's observation log (Items 1-20). The second section of the instrument consisted of a checklist of 20 possible instructional activities. The evaluator checked those activities occurring in a program classroom during the given observation period. Data were analyzed in regard to frequencies and percents of teachers utilizing the activities during the observations. Among the 12 teachers in the SRP sample the most frequently observed activities were reviewing and strengthening specific skills/concepts (9 teachers or 75.0%), reviewing prior knowledge with teacher and filling in background needed for lesson (8 teachers or 66.7%), and doing individual seatwork (7 teachers or 58.3%).

Section C: Evaluator's additional interview items (Items 1-8). The last section of the instrument consisted of eight additional items covered during the interview to examine implementation of program guidelines in five areas: Selection Procedures, Record Keeping, Coordination with Classroom Teachers, Contact with the Home, and Monitoring of Pupil Progress. For the most part, program guidelines appeared to be adequately followed in these five areas. There was verification that Item 1 in the Selection Procedures area was implemented in 83.3% of the SRP sample. Some problems in selection and scheduling were beyond the program teacher's control in the high school setting.

Four interview items (Items 2-5) dealt with Record Keeping. Pupil personal data and attendance were being maintained on the DFSP Student Data Sheet (or alternate form/method) by 11 of the 12 (91.7%) high school teachers. In the one exception, attendance was being kept but pupil personal data had not been recorded. Procedures for recording attendance and enrollment were understood by 100.0% of the sample program teachers. Correct procedures were being followed in completing Pupil Census Forms by 100.0% of the 12 high school teachers. Add Forms were determined to be up-to-date for 66.7% of the sample. It was noted that sometimes the program evaluator has received Add Forms for pupils long after their actual entry to a program.

Program teachers were asked to indicate the primary methods they used for coordinating with classroom teachers (Item 6 in the area of Coordination with Classroom Teachers). The method cited by the most teachers was informal contact (91.7% of Secondary Reading Program teachers). The method cited by the least teachers (except for the category "other") was scheduled meetings (cited by 16.7% of SRP teachers). Other methods with frequencies falling between informal contact and scheduled meetings were information from pupils and written communication.

In the area of Contact with Home, teachers were also asked to indicate the primary methods they used for reporting to parents (Item 7). Telephone calls (83.3%) and progress reports (66.7%) ranked first and second while third place was tied by written notes and grade cards, both at 58.3%.

The final interview item (Item 8 in the area of Monitoring of Pupil Progress) dealt with primary methods of monitoring pupil progress. In the high school SRP program the three most frequently cited methods for monitoring pupil progress were conferences with pupils (91.7%), individual work folders (75.0%), and tests and/or quizzes (75.0%).

One additional locally constructed instrument, the Computer Census Form, was used in the CAI/CMS units of the program. This instrument had two purposes: to verify the type of computer system used and to determine the percent of program time pupils worked at the computer in regard to total program instructional time. All SRP CAI/CMS labs used Jostin Company software and consisted of nine Apple microcomputers used as student stations, plus a tenth Apple which was used as the in-lab management system and for hands-on testing. Pupils in the SRP CAI/CMS project received, on the average, 213.8 minutes of instruction per week, of which 80.9 minutes was spent working at a computer. This indicated that, on the average, pupils spent 37.8% of their program instructional time working at a computer in the CAI/CMS portion of the SRP program.

Summary

The Secondary Reading Program was an individualized learning program designed to assist secondary pupils who were having reading problems. During the 1989-90 school year, 13 program teachers working in 12 senior high schools served a total of 597 pupils in grades 9-12.

The program had three objectives. Objective 1.0 stated that 50 percent of the pupils in the evaluation sample would show an average gain in reading of 3.0 NCEs. This objective was not attained. The program showed an overall change of 0.3 NCE points for the 125-day treatment period with 83 pupils (35.5%) out of 234 pupils meeting criterion. Of the 193 pupils in grade 9, 65 pupils (33.7%) met criterion for the treatment period; and of the 41 pupils in grade 10, 18 pupils (43.9%) met criterion for the treatment period.

The CAI/CMS project was located in eight high schools. The computer assisted units served 343 pupils, while 204 pupils were served in four high schools in the regular project. Neither the CAI/CMS project nor the project receiving regular program instruction attained the achievement criterion. The CAI/CMS project had 53 pupils (36.6%) who met criterion in the treatment period, while the regular project had 30 pupils (33.7%) who met criterion. Only grade 10, in the CAI/CMS project, met Objective 1.0.

Teacher perceptions of pupil progress, as measured by an item on the Pupil Census Form, suggested that they felt there was more pupil progress than test scores indicated. Of the 597 pupils served by the program, teachers rated 225 (37.7%) as making much progress, 185 (31.0%) as making some progress, 103 (17.3%) as making little progress, and 84 (14.1%) as making no progress.

Objective 2.0 stated that program personnel would be provided at least two inservice sessions and that at least 80% of the inservice participants would rate each session as valuable in providing information that would assist them in carrying out their program responsibilities. There was a total of three inservice meetings provided by the Department of Federal and State Programs. All of these were available to both regular project and CAI/CMS project teachers. All meetings were rated as valuable in carrying out program responsibilities by more than the requisite 80% of participants. Objective 2.0 was attained.

Objective 3.0 stated that 35.0% of pupils who met the evaluation criteria and who were predicted to fail a course would not. Of the 152 pupils predicted to fail a course, 75 (49.3%) did <u>not</u> fail. The criterion for this objective was surpassed by 14.3%.

In a series of on-site visitations, program guidelines were generally found to be adequately followed. These guidelines pertained to the areas of selection procedures, record keeping, coordination with classroom teachers, reporting to parents, and monitoring of pupil progress. Comments by program teachers indicated problems in the following areas: coordination with classroom teachers hampered by varied schedules and lack of common planning time, initial problems in pupil selection and subsequent class scheduling, various anomalies occurring in the testing environment, slowness in receiving evaluation feedback, and problems with temperature/ventilation. There was considerable teacher concern over the future of the program, and it was evident that persistent rumors of impending program cuts had an adverse effect on teacher morale.

A separate survey of teachers in the CAI/CMS project indicated that pupils in the CAI/CMS project received, on the average, 213.8 minutes of instruction per week, of which 80.9 minutes (37.8%) was used in working at a computer.

During the 1989-90 school year, the Secondary Reading Program experienced problems in several areas.

1. Pupil achievement: In terms of NCE scores, 130 (55.6%) of the pupils in the sample showed no improvement; 21 (9.0%) showed some improvement but did not attain the achievement criterion of 3.0 NCEs; and 83 (35.5%) met the achievement criterion.

2. Pupil attendance: The average pupil was enrolled in the program 101.8 days out of a possible 125 days and attended only 81.4 days. The overall attendance rate (total days of pupil attendance divided by total days of pupil enrollment) was 80.0%, which averages out to an absence rate of 1.0 day per week. Part of the problem appears to be that the average pupil was not enrolled in the program long enough to meet the requisite number of days of attendance (100 days) to attain the attendance criterion.

3. Testing Concerns: Teachers expressed a number of concerns regarding achievement testing. Although some concerns questioned the adequacy of the CTBS as the program's achievement test, other concerns centered on the testing environment. Some of the anomalies cited in the testing environment were: directions given over the public address system, pupils being told the test wasn't important, test given by strangers, and class periods not adjusted to test length. Since the achievement tests were given as part of Districtwide Testing, the testing environment was not under the control of program teachers.

Recommendations

This program was eliminated from the components to be implemented with DPPF monies in the 1990-91 school year. However, the school system should continue its efforts to reach high school pupils who are deficient in reading skills. Efforts should continue to be made to tackle the attendance problems which were a major deterrent to pupil achievement at the high school level.

It is further recommended that a serious effort be made to eliminate problems in the testing environment at the high school level.

References

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Appendix

Instruments

TEACHER NUMBER	PROGRAM CODE

STUDENT	SCHOOL	GRADE	SEX
			MALE ○ FEMALE ○

TOTAL DAYS OF PROGRAM ENROLLMENT 1 2 3	TOTAL DAYS OF PROGRAM ATTENDANCE 4 5 6	HOURS OF INSTRUCTION PER WEEK

NCS Trans-Optic 08 8153 32

37

COLUMBUS PUBLIC SCHOOLS - Columbus, Ohio PUPIL CENSUS FORM

LAST NAME _____ FIRST NAME _____ M I _____ SEX _____ TEACHER NUMBER _____

SCHOOL _____ H R _____ GRADE _____

USE A NUMBER 2 PENCIL. ERASE COMPLETELY WHEN MAKING CORRECTIONS.

WAS THIS A "NON-ENGLISH SPEAKING" STUDENT?

YES ★ NO ★

DID THIS PUPIL BECOME QUALIFIED FOR A SPECIAL ED. PROGRAM?

YES ★ NO ★

HOW DID YOU FEEL THIS PUPIL PROGRESSED WHILE IN YOUR PROGRAM?

MUCH PROGRESS ★ SOME PROGRESS ★ LITTLE PROGRESS ★ NO PROGRESS ★

38

DATE 19 MAR 90

CHAPTER 1 / DPPF
POTENTIAL COURSE FAILURE RECORD SHEET
SEMESTER 2 1989-90

SCH	PROGRAM	TEACHER	STUDENT NUMBER	STUDENT NAME		GRADE	PER	COURSE CODE	COURSE TITLE	TEACHER	POTENTIAL COURSE FAILURE YES	NO
56	[redacted]	[redacted]	646341	[redacted]	RONDALA	10	8	2240	LIT COMP10	LYLE	---	---
						10	2	3140	ETH INSGHT	WEBB W	---	---
						10	4	4620	GEN SCI BY	SMITH	---	---
						10	5	4660	LIF SC REL	WOODS	---	---

39

40

CIRCLE THE COURSE CODE FOR THE COURSE ON WHICH YOU HAVE CHOSEN TO WORK WITH THIS PUPIL. ALSO CHECK THE YES OR NO COLUMN FOR THAT COURSE.

PREPARED BY PROGRAM EVALUATION

GENERAL INSERVICE EVALUATION FORM
1989-90

Inservice Topic: _____

Presenter(s): _____

Date: ____/____/____ (e.g., 03/05/90)
MM DD YY

Session (Check only one): ____ all day ____a.m. ____ p.m.

Circle only the program(s) you are in:

ESEA Chapter 1 Programs:
(1) ADK
(2) CLEAR-Reading Recovery
(3) CLEAR Non-Public (1-8)
(4) CLEAR-Whole Language (1-5)
(5) CLEAR-Elementary Regular (2-5)
(6) CLEAR-Elementary-CAI (3-5)
(7) CLEAR-Middle Regular (6-8)
(8) CLEAR-Middle-CAI (6-8)
(9) MIC-Elementary-CAI (3-5)
(10) MIC-Elementary-CBE (3-5)
(11) MIC-Middle-CBE (6-7)

DPPF Programs:
(12) Secondary Reading (Regular)
(13) Secondary Reading (CAI)
(14) HSCA

Other (Specify)
(15) _____

Circle the number that indicates the extent to which you agree or disagree with statements 1-4.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I think this was a very worthwhile meeting.	5	4	3	2	1
2. The information presented in this meeting will assist me in my program.	5	4	3	2	1
3. There was time to ask questions pertaining to the presentation.	5	4	3	2	1
4. Questions were answered adequately.	5	4	3	2	1

5. What was the most valuable part of this meeting? _____

_____

6. What was the least valuable part of this meeting? _____

_____

7. Please list any additional information or topics you would like to see covered in future meetings. a) _____

b) _____

c) _____

ESEA CHAPTER 1 AND DPPF
ORIENTATION INSERVICE EVALUATION FORM
1989-90 ORIENTATION

Date of Orientation Meeting_____ A.M.___ P.M.___

Circle only the program(s) you are in:

ESEA Chapter 1 Programs:
(1) ADK
(2) CLEAR-Reading Recovery
(3) CLEAR Non-Public (1-8)
(4) CLEAR-Primary-Whole Language (2-3)
(5) CLEAR-Elementary Regular (2-5)
(6) CLEAR-Elementary-CAI (3-5)
(7) CLEAR-Middle Regular (6-8)
(8) CLEAR-Middle-CAI (6-8)
(9) MIC-Elementary-CAI (3-5)
(10) MIC-Elementary-CBE (3-5)
(11) MIC-Middle-CBE (6-7)

DPPF Programs:
(12) Secondary Reading (Regular)
(13) Secondary Reading (CAI)
(14) HSCA

Other (Specify)
(15) _____

Circle the number that indicates the extent to which you agree with statements 1-4, in rating the overall day of inservice.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I think this was a very worthwhile inservice.	5	4	3	2	1
2. The information presented in this inservice will assist me in my program.	5	4	3	2	1
3. There was time to ask questions pertaining to the presentations.	5	4	3	2	1
4. Questions were answered adequately.	5	4	3	2	1

Circle the number that indicates how you would rate each of the following portions of today's inservice in regard to interest and usefulness of presentations.

	Superior	Excellent	Good	Fair	Poor
5. Program Coordinators' Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1

****
*
* Please turn over for questions 6-9 *
*
****

	Superior	Excellent	Good	Fair	Poor
6. Evaluation Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1

7. What was the most valuable part of this meeting?_____

_____

8. What was the least valuable part of this meeting?_____

_____

9. What additional information or topics would you like to see covered in future meetings?

_____

_____

_____

Columbus Public Schools
Department of Program Evaluation
Process Evaluation

EVALUATOR'S VISITATION LOG
FOR DPPF-SRP AND ESEA CHAPTER 1 PROGRAMS
1989-90

___ CLEAR-Elem	___ CLEAR-Elem-CAI	___ MIC-Elem-CAI
___ CLEAR-Mid	___ CLEAR-Mid-CAI	___ MIC-Elem-CBE
___ SRP (Regular)	___ SRP-CAI	___ MIC-Mid-CBE

School:_____ Date:_____ Time: from_____ to_____

Program Teacher:_____ Evaluator:_____

Grade(s) Observed: _____ Number of Pupils in Class: _____

General Directions: This instrument consists of two sections, a Teacher's Rating Scale with space for optional comments and an Evaluator's Observation Log. In addition a brief interview will be conducted either before or after the observation, whichever is more convenient. The teacher should complete the Teacher's Rating Scale (Section A) prior to the evaluator's visit and present the entire instrument to the evaluator at the time of visitation. The evaluator will complete the interview notes and Evaluator's Observation Log (Section 3) during the course of the visitation.

SECTION A: TEACHER'S RATING SCALE AND INTERVIEW NOTES

Directions: Please complete this section prior to the evaluator's visit by rating the following aspects of your program. Circle the number in each item that most closely corresponds to your rating of the item on a scale where the highest rating is 5 and the lowest rating is 1 (no fractions, please). Please respond to all rating scale items in Section A.

Pupil Progress

1.	The Overall Progress of This Year's Pupils	Excellent 5	4	3	2	Very Poor 1
2.	Share Progress of Pupils with Classroom and/or Content Area Teacher	Very Frequent 5	4	3	2	Very Infrequent 1

Teacher's Optional Comments _____
_____
_____
_____

Parent Involvement

3.	Response to Efforts to Involve	Very Responsive 5	4	3	2	Very Unresponsive 1
4.	Change in Positive Pupil Behavior due to Parent Involvement	Very Much 5	4	3	2	None 1

5. Frequency of Reporting Pupil Progress to Parents During a Quarter

(5) 10 or More Times
(4) 7 to 9 Times
(3) 4 to 6 Times
(2) 1 to 3 Times
(1) Less Than 1 Time

Teacher's Optional Comments _____

Coordination with Classroom Teacher

6.	Cooperation of Classroom Teacher	Very Cooperative 5	4	3	2	Not at All Cooperative 1
7.	Effectiveness of Coordination	Very Effective 5	4	3	2	Not at All Effective 1

8. Frequency of Joint Planning During a Quarter

(5) 10 or More Times
(4) 7 to 9 Times
(3) 4 to 6 Times
(2) 1 to 3 Times
(1) Less Than 1 Time

Teacher's Optional Comments _____

Selection Process

9. Selection Test Choice	Excellent 5	4	3	2	Very Poor 1
10. Problems	None 5	4	3	2	Many 1
11. Procedures	Very Simple 5	4	3	2	Very Complex 1
12. Time Required	Very Reasonable 5	4	3	2	Very Unreasonable 1

Teacher's Optional Comments _____

_____

_____

_____

Class Scheduling

13. Administrative Cooperation	Excellent 5	4	3	2	Very Poor 1
14. Teacher Cooperation	5	4	3	2	1
15. Class Size	5	4	3	2	1

Teacher's Optional Comments _____

_____

_____

_____

Testing: Achievement Measure (CTBS)

16. Choice of Test	Excellent 5	4	3	2	Very Poor 1
17. Problems	None 5	4	3	2	Many 1
18. Procedures	Very Simple 5	4	3	2	Very Complex 1
19. Test Scheduling	Very Easy 5	4	3	2	Very Difficult 1
20. Time Required	Very Reasonable 5	4	3	2	Very Unreasonable 1

Teacher's Optional Comments _____

_____

_____

_____

Evaluation Feedback

21. Quantity	Very Adequate 5	4	3	2	Very Inadequate 1
22. Information	Very Useful 5	4	3	2	Of No Use 1
23. Time Factor	Very Timely 5	4	3	2	Very Untimely 1

Teacher's Optional Comments _____

_____

_____

_____

Materials Provided for Program

24. Amount	Very Adequate 5	4	3	2	Very Inadequate 1
25. Levels	Very Appropriate 5	4	3	2	Very Inappropriate 1
26. Condition	New 5	4	3	2	Old 1

Teacher's Optional Comments _____

_____

_____

_____

Facilities

27. Space	Excellent 5	4	3	2	Very Poor 1
28. Light	5	4	3	2	1
29. Temperature/Ventilation	5	4	3	2	1
30. Noise Level	5	4	3	2	1
31. Furniture	5	4	3	2	1
32. Storage	5	4	3	2	1

Teacher's Optional Comments _____

_____

_____

_____

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EVALUATOR'S VISITATION LOG
FOR DPPF-SRP AND ESEA CHAPTER 1 PROGRAMS
1989-90

SECTION B: EVALUATOR'S OBSERVATION LOG (CLEAR/SRP)

Directions for Evaluator: Check (X) all pupil activities observed during the visit.

Activities in Lab

___ 1. Engaging in Independent Reading
(Sustained Silent Reading and/or Rereading a Familiar Story)

___ 2. Reviewing Prior Knowledge with Teacher and Filling in Background Needed for Lesson with Teacher Guidance

___ 3. Listening to Teacher Read a Story

___ 4. Listening to Teacher Read a Story and then Discussing

___ 5. Sharing a Story or Book with a Peer and/or Teacher

___ 6. Giving Oral Reports or Reading Aloud to Class

___ 7. Doing Independent Writing

___ 8. Participating in a Guided Group Writing Activity
(Writing Process Activities)

___ 9. Learning a New Concept(s) and/or a Specific Skill(s)

___10. Reviewing and Strengthening Specific Skills and/or Concepts

___11. Doing Individual Seatwork

___12. Working at Learning Centers

___13. Watching Demonstrations or Doing Experiments

___14. Doing Computer Activities

___15. Participating in a Small Group Discussion

___16. Participating in a Play, Skit, or Choral Reading

___17. Role Playing

___18. Debating

___19. Test Taking

___20. Other

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EVALUATOR'S VISITATION LOG
FOR DPPF-SRP AND ESEA CHAPTER 1 PROGRAMS
1989-90

SECTION C: EVALUATOR'S ADDITIONAL INTERVIEW ITEMS

Evaluator's Directions: The evaluator should concentrate on the following areas in the course of the interview.

Rating Scale with Teacher's Optional Comments

Look over the Rating Scale previously completed by the teacher and inquire about any areas that seem to require further clarification.

Selection Procedures

	Yes	No	NA
1. Program guidelines for selecting pupils are followed.	____	____	____

Record Keeping

	Yes	No	NA
2. Pupil personal data and attendance are recorded on DFSP Student Data Sheets or alternative form/method.	____	____	____
3. Teacher understands procedures for recording attendance and enrollment on DFSP Student Data Sheet (including special guidelines for CLEAR-Elem-CAI and the MIC programs).	____	____	____
4. Correct procedures are followed in completing PCFs.	____	____	____

Record Keeping (Cont'd)

	Yes	No	NA
5. Add Forms			
a. Are Add Forms up-to-date?	____	____	____
b. Are more Add Forms needed?	____	____	____

Coordination with Classroom Teachers

6. What primary method(s) do you use for coordination with classroom and/or subject area teachers? Check all that apply.

____Scheduled Meetings
____Written Communication
____Informal Contact
____Information from Pupils
____Other_____

Contact with the Home

7. What primary method(s) do you use for reporting to parents? Check all that apply.

____Parent Conferences (School or Home Visits)
____Telephone Calls
____Written Notes
____Progress Reports (e.g. checklists, computer generated reports, etc.)
____Grade Cards
____Newsletters
____Parental Supervised Homework
____Other_____

Monitoring of Pupil Progress

8. What primary method(s) do you use to monitor pupil progress? Check all that apply.

___Individual Work Folders
___Conferences with Pupils
___Checklists
___Graphs and/or Charts
___Assignment Sheets
___Tests and/or Quizzes
___Computer Management System
___Chalkboard Exercises
___Oral Activities
___Homework Assignments
___Other_____

MEMO

TO: CLEAR, MIC, and SRP Teachers Using Computer-Assisted Instruction (CAI)

FROM: Ed Chamberlain (CLEAR-CAI and SRP-CAI evaluations)
Mike Gibbons (MIC-CAI evaluations)

SUBJECT: Computer Systems Used in CAI Classrooms

DATE: February 15, 1990

Since there is a variety of different computer systems used in program classrooms, it is necessary for us to periodically assess the distribution and use of these computer systems. Please take a few minutes to complete the attached form, fold and staple with the return mailing label showing, and return it in the school mail no later than February 28, 1990.

If you have any questions or concerns please call one of us at 5167.

cc: Dick Amorose
Rose Carbol
John Hilliard
Jim Huber
Pat Huggard
Dick Snide
Jane Williams
Dorothy Wilson

Columbus Public Schools
Department of Program Evaluation
Process Evaluation

COMPUTER CENSUS FORM
FOR DPPF AND ESEA CHAPTER 1 PROGRAMS
USING COMPUTER ASSISTED INSTRUCTION (CAI)

Teacher _____ School _____

1. Please give the **number** of Computers or Terminals in your lab, by Type.

___Apple
___TRS-80 Color
___TRS-80 Black and White
___Tandy 1000-SL
___Tandy-3000
___Tandy-4000
___Other Tandy _____
___Acer
___Dolphin
___Sperry
___AT&T
___Atari
___Wicat
___PET
___Other_____
___Other_____
___Other_____

2. Please check the company servicing the computers.

___Jostin
___B&B
___Wasatch
___CCC
___Wicat
___Other _____

3. Please check the type of lab you have.

___Apple lab
___ILA lab
___Tandy lab
___Networked Tandy Lab
___Sperry Network System
___CCC Microhost lab
___Dolphin lab
___Wicat Systems lab
___Other _____

4. Does your computer system include a command module/teacher management system? ___Yes ___No

5. Can the command module also be used as a pupil station? __Yes __No __NA

6. How many computers (or terminals) are available in your lab for pupil work (do not include the Command Module)? _____

7. What is the average number of minutes per week a pupil is served in the program?

_____ (Reading program pupils) _____ (Math program pupils)

8. What is the average number of minutes per week a pupil works at a computer?

_____ (Reading program pupils) _____ (Math program pupils)

9. Additional comments:_____

_____

DPE 2/90